

Lesson Plan

Course Title: **Classroom Management**

Total Time:

Objective:

This unit is designed to

Unit objectives: At the end of this unit, the successful learner will be able to:

Handouts:

- None

References and Materials:

- None

Equipment:

- Easel pad and markers
-

Content Outline	Instructor Notes
<p>Introduction:</p> <p>Body</p> <p>The Monopolizer</p> <p>The Quiet One</p> <p>The Sidetracker</p> <p>The Rambler</p> <p>The Chatterboxes</p> <p>The Disrupter</p> <p>Conclusion</p> <ul style="list-style-type: none">• Students will have time to prepare their final presentations.• Instructors will be available for questions	<p>Review list: students have already completed objectives, worked with visual aids, have asked questions, etc.</p> <p>Write the ground rules on easel pad. Have students get into small groups and discuss any additional ground rules they would like included. Write on easel pad and post on wall.</p>

	Be sure make any time limits clear. Check on available equipment, etc.
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Classroom Management



Objectives:

At the end of this section, the successful learner will be able to:

- Identify things you can do before and when the class starts to help facilitate learning.
- Explain advantages and disadvantages of different classroom seating arrangements.
- Develop strategies for handling “challenging” participants.

Classroom Preparation

Key areas include:

1. Room
2. Equipment
3. Materials
4. Instructor

Things to do BEFORE the class starts:

- Arrive early.
- Set up before participants start arriving.
- Follow a checklist.
- Have enough of everything (e.g., tables, chairs, materials, etc.).
- Give yourself room to move around.
- Check the equipment.
- Know how to use the equipment.

Things to do WHEN the class starts:

- Agenda
- Logistics
- Introductions
- Needs/Expectations
- Icebreakers

**Remember to
take a deep
breath!**



Training Room Environment

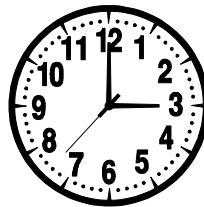
The training environment can have a major effect on the amount of learning achieved.

Factors that might work against effectiveness include:

- Too large and grand a room.
- Too small a room for division of the group into subgroups.
- Inaccessibility of the training location for all learners.

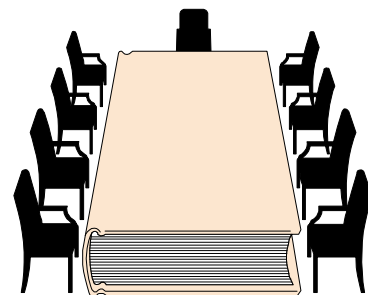
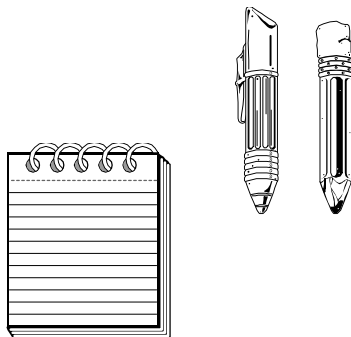
To help you as an instructor, ensure that basic needs are satisfied:

- Air conditioning/heating – Temperature Control
- Rest room availability and location
- Comfortable seating
- Refreshments/Breaks
- Safety: Fire escapes, etc.

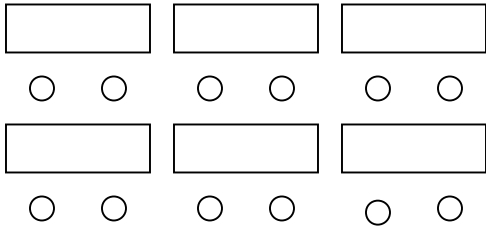


Other considerations include:

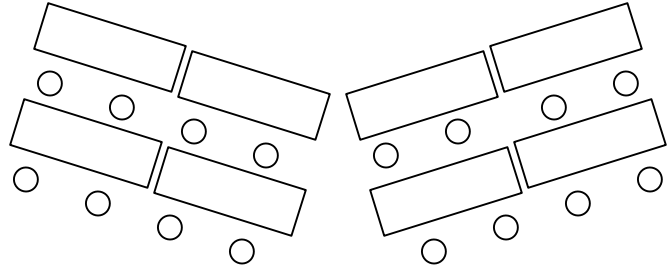
- Fan noise
- Natural lighting (if possible)
- A visible clock
- Telephones
- Paper and pens



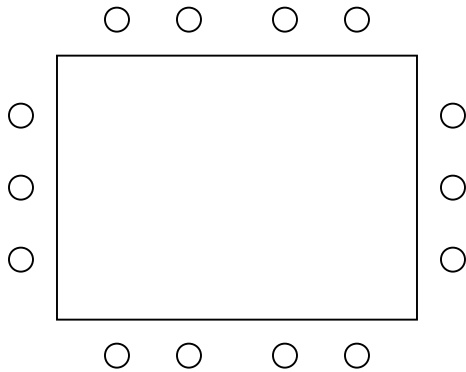
Seating Arrangements



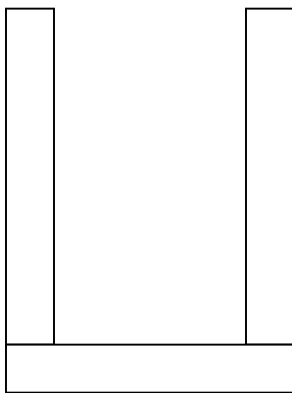
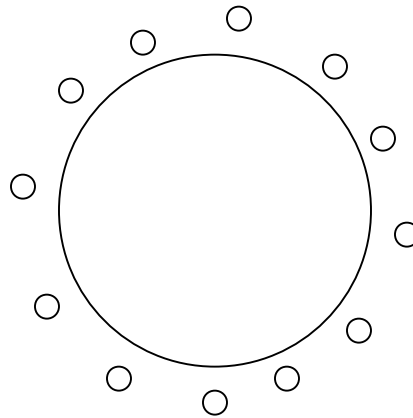
Classroom layout



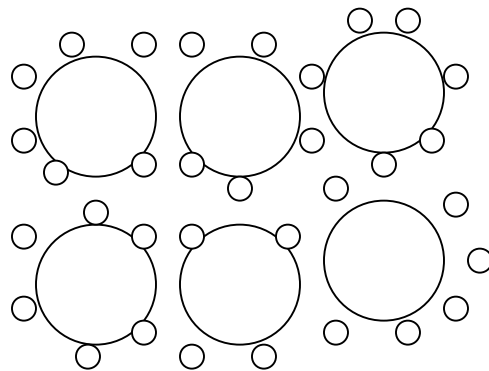
Herringbone or "Chevron" layout



Boardroom Style



U-Shape layout



Cluster layout



Exercise: Seating Layouts

List some advantages and disadvantages for each type of classroom seating arrangement:

Classroom

- ❑ Advantages:
- ❑ Disadvantages:

Herringbone/Chevron

- ❑ Advantages:
- ❑ Disadvantages:

Boardroom

- ❑ Advantages:
- ❑ Disadvantages:

U-Shaped

- ❑ Advantages:
- ❑ Disadvantages:

Cluster

- ❑ Advantages:
- ❑ Disadvantages:



Sample Checklist

Eight weeks before

- Finalize lesson plan
- Develop exercises, handouts, visual aids
- Order supplies and materials
- Finalize location for training.



Six weeks before

- Confirm course with participants
- Send out Participant Background Survey
- Make travel arrangements (student and instructor), if needed.

One to two weeks before

- Finalize personal preparation for course
- Instructor makes random phone calls to participants
- Confirm participants
- Purchase consumable items (e.g., coffee, tea, etc.)

Day before

- Set up classroom. Make sure tables and chairs are arranged appropriately and lay out class materials.
- Check that all materials, supplies, and equipment are in the room.
- Check and test all audio/visual equipment
- If the room has not been used before, check for location of light switches, thermostat, restrooms, etc.

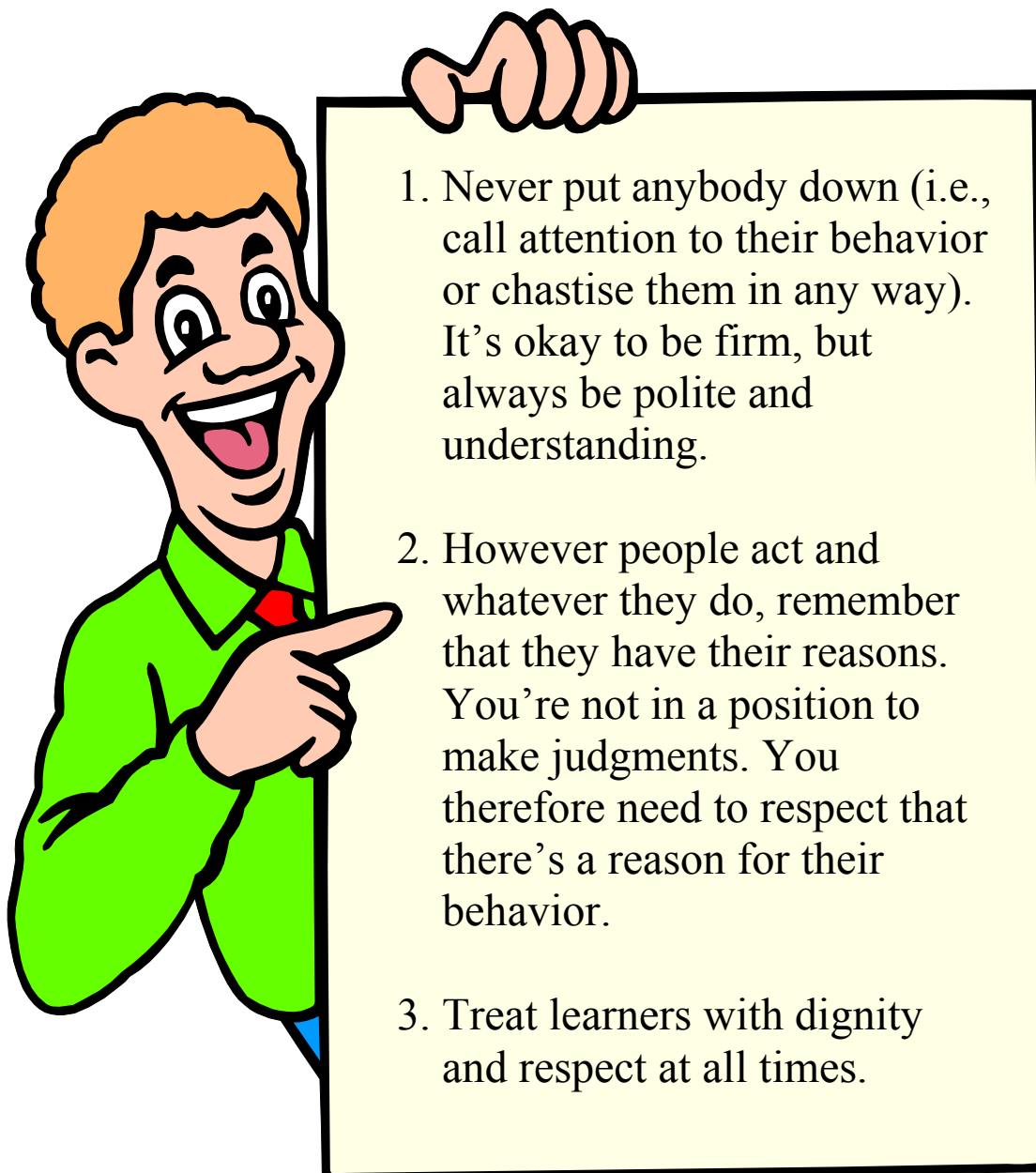
Day of Training

- Get there early
- Recheck your equipment
- Organize and place your notes
- Warm up your voice
- Mentally recall the sequence of events

Dealing with Challenging Situations

In training, every once in awhile you get a person in class who just goes against the grain. These individuals come in all types. Instructors need the skills to deal with these situations so the training experience can be positive and the learning process isn't disrupted.

Before getting into these situations, instructors should follow three rules:



Examples of Challenging Situations

The Monopolizer

Student A is excited to be in class. Student A has a lot of questions for the instructor and is also participating continuously in the discussion by speaking out and answering questions. Student A is so talkative that other participants aren't getting to say much during the discussion.

What might you do?

The Quiet One

Student B is interested in the class, but hasn't said much during the discussions. Student B is willing to talk one on one during breaks and you know he/she has experience dealing with the topics in class.

What might you do?

The Sidetracker

Student C is enjoying the class and actively participates in discussions with good comments. However, often these comments do not relate to the topic. Sometimes Student C is getting ahead of the agenda or even bringing up items that don't apply to the class.

What will you do?

The Rambler

Student D is a good student who makes relevant comments and suggestions. However, the answers always involve long, detailed monologues that are taking up valuable class time.

What do you do?

The Chatterboxes

Students E and F like to talk during lecture times. They always seem to be making comments or chuckling when the instructor is trying to talk. Often they are distracting the other students around them.

What will you do?

The Disrupter

Student G doesn't care what topic the instructor is teaching because he/she has a problem with the organization. At every opportunity Student G blames the organizations and keeps bringing it up during discussions.

What will you do?

Summary

- Key areas for classroom preparation:
 1. Room
 2. Equipment
 3. Materials
 4. Instructor
- Factors to enable an effective learning environment. Major factor is to take care of participants basic needs (breaks, drinks, food, restrooms, etc.).
- Explained advantages and disadvantages of different classroom seating arrangements and different types of training for each type.
- Developed and discussed various strategies for handling “challenging” participants.